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Ponto sat watching with his great brown eyes fixed on Carl's face, and at last saw Carl's eyes open just a tiny bit. He wagged his tail and gave a little joyful whine. Soon Carl opened his eyes wider and looked at him. Ponto jumped up and licked his hand, and ran around and around looking so happy that Carl could not help smiling at his funny way of telling his joy. When Ponto heard the dinner-bell ring, he hurried down and sat waiting for something.

Mrs. Seymour could not think at first what he wanted, and asked him, but Ponto wagged his tail and looked at the table; then Mrs. Seymour thought that maybe he wanted to take Carl's dinner to him, as Carl had done when Ponto was hurt.

She asked Ponto. He ran to the table barking and jumping up and down, saying "yes" as plainly as a dog can.

She put Carl's dinner in a little basket, and Ponto carried it up to him, and every meal-time found him at his post ready for the basket. He was such a good nurse that Carl did not mind staying in bed half so much as he would have done without him.

Soon Carl grew stronger, and was able to get up and play, and it was not long before they were out in the fields running and playing again, better and truer friends than ever before, loving each other more every day.

ANNE E. ALLEN.

## First and Second Grades

Harriet T. B. Atwood

**Nature Study and Geography:** The work during June will be centered in the field-trips taken by the children.

Field-trips proposed:

1. Visit to the Desplaines River at River Forest.
2. Visit to the ravine at Lakeside and the prairie west of Lakeside.
3. Visit to sand dunes at Dune Park, Indiana.
4. One or more field lessons each week in Lincoln Park.

Three phases of field-work will be considered:

I. The topographic forms of the regions visited, namely: The ravines, lake cliffs, beach, dunes, swamp, river bluffs, flood plain.

II. The vegetation of the areas. Characteristic flora of: prairie, upland forest, ravine, lake cliffs, beach, flood plain, swamps, dunes.

III. Animal life of the regions visited. A study of the various animal forms found in swamp, forest, prairie, stream, beach, dunes, lake.

The main features of the work in the field will be: (1) Sketching with crayon and water-colors. (2) Taking photographs. (3) Collecting specimens. (4) Note-taking. (5) Imitation of bird notes. (6) Songs and games for the field. (See *COURSE OF STUDY* for July, 1900.)

Indoor work:

I. Construction of landscape backgrounds representing the regions visited. Blackboard sketches will be made by all of the children, and the one most representative of the region will be chosen by the class to be reproduced in color upon gray paper. In front of the background a model of the region will be made in sand. To these models the children will bring their collections of soils, stones, and plants.

(See geography outlines for July and October.) The landscapes, accompanied by written descriptions, are to be sent ultimately to a school in Kentucky, with which we are in correspondence, in order to let the children of that school see the kind of region which lies about Chicago.

II. Further investigation in laboratory and library of questions opened up by the field-trips. Questions asked by the different children while in the field will be recorded by the leader, and an opportunity will be afforded for such investigation as will help the children answer their own queries.

III. Planning of a morning exercise on the subject of birds, in which the children will imitate the bird notes heard in the field.

**Art:** Illustration of stories in crayon and water-color. Making of landscape backgrounds. Weekly painting of the June landscape in Lincoln Park. Sketching in the field. Painting of trees, flowers, birds, insects, and animals seen on field-trips.

**History:** I. Continuation of work on agricultural tools. (See history outline for April.)

II. Clothing. In the fall the subject of man's clothing was discussed by the children, and a study of wool was undertaken. The class invented ways to card and spin the wool, and prepared some thread to be used in their weaving. Later on in the year the children worked with cotton in a similar way.

During June, linen will be investigated, and also other fabrics made by people who live in countries where the climate all the year round is similar to our summer. If possible the children will weave some article from such coarse linen thread as they are able to prepare from the flax. A trip to Hull House to see flax spinning done by the Irish and Italian women will be taken at this time.

**Literature:** Longfellow, *The Story of Pearl Feather*; Cox, *Myths of the Aryan Nations*, *Myths of Persephone*, *Balder*, *Arachne*; Cooke's *Nature Myths*, *Indian Legend of the Robin*.

**Industrial Art:** Decoration of kites. Making of lunch-boxes for the field day planned by the children of the primary grades for the primary children of the Half Orphan Home. Weaving of baskets for use on field-trips.

**Manual Training:** I. Completion of the miniature homes begun by the First Grade in October.

II. The children have been allowed to choose the articles which they wish to make in the shop during June. The articles chosen were, doll-beds, doll-chairs, a sword and shield, book-shelves, picture-frames, boats.

**Correlated Number:** Weighing and measuring necessary in making experiments with the different kinds of stones, soil, water, etc., brought home from field-trips. Planning of field note-books, books to hold printed stories, and portfolios to hold the work of the year. Planning of article to be made in wood.

Since the work planned for June in nature study and geography is based upon field-work yet to be done, and the manual training is different for each individual, it is impossible to outline the number work in detail.

A sketch of the article to be constructed in the shop will be required of each child, and following the sketch, a working drawing will be made to be used as a guide in the shop. Whenever it is obvious that the children need more skill in combining numbers in order to carry out their plans economically, drill will be given.

**Writing, Spelling, English:** Field notes. Descriptions of regions visited. (See "Notes on a Trip to Highwood" in this issue of the COURSE OF STUDY.) Descrip-

tions of birds and flowers to be used as guessing games. Planning of the printed headings to be placed in field note-books, and placing of same in note-books. Placing of words in dictionaries. Written dramatization; subject to be chosen by the children from year's work.

**Reading:** Re-reading of the printed reading lessons of the year as the children bind them. Selections from the First and Second Readers bearing upon spring subjects. Lesson on "Highwood," and that on "Buds" in June COURSE OF STUDY. Texts of songs.

**Music:** (MISS PAYNE.) Songs: *The Violet*, Reinecke, Fifty Songs; *Dandelion Fashions*, *Clouds are Passing o'er the Sky*, *The Rain Coach*, all by Eleanor Smith, in Songs for Little Children, No. 2; *Oriole's Nest Song*, Modern Music Series, First Book.

Practice on the intervals of the fifth and third octave, and scale fragments, derived from the songs, as incidental drill.

**Rhythm:** The pulses found in the *Spinning Song* (Reinecke), illustrated by free arm movement as each child hears it; circling, one swing to each measure, and two swings to each measure; the same with the chalk on the blackboard.

After a visit to the blacksmith shop, the same idea will be carried out in the variation in swings of the hammer as the chil-

dren play the game. The blacksmith's song of *The Forge* in the March COURSE OF STUDY, *The Blacksmith*, Mrs. Gaynor, and *The Blacksmith*, in Songs for Little Children, No. 1, will be played in the same way.

**Speech, Oral Reading, and Dramatic Art:**

I. Hearing and reproducing bird notes on field-trips. Dramatization of one of the bird stories familiar to the children. Bird concert given by the children.

II. Poems to be studied: *The Great, Wide, Beautiful, Wonderful World*, Whittier's *Child Life*.

**Physical Training:** (CAROLINE CRAWFORD.) In June a festival of Greek games and sports will be given. For the first time the children will be allowed to compete in height, distance, etc.; but such competition will be in relation to standing height rather than absolute height or distance jumped. The field will be measured by them, and distances chosen by vote.

**References:** Chapman, *Bird Life*, *Bird Studies with a Camera*, *Handbook of Birds of Eastern North America*; Wright and Coues, *Citizen Bird*; Mabel Osgood Wright, *Birdcraft*; Coulter, *Plant Relations* and *Plant Structures*; Cowles, *Plant Societies of Chicago and Vicinity*; Salisbury and Alden, *Geography of Chicago and its Environs*; Comstock, *Insect Life*; Jordan and Kellogg, *Animal Life*.

## Third and Fourth Grades

Gertrude Van Hoesen

**Nature Study:** The relation of water and light to plants, as planned in the May outline, will be continued. In addition, the following new points will be considered:

1. The relation of insects to plants: i. e., bees, butterflies, moths, flies, ants, earth-worms, slugs, cut-worms, etc.
2. Bird-life.

During a recent excursion the children saw thirteen different kinds of birds. By means of a visit to the Academy of Science, they were able to identify and become more familiar with these birds. During the remainder of May and June, they will look for and study the habits of these birds and others that nest in the park,